



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

10045 E Madero Ave, Mesa, AZ 85212

Gilbert Unified District

### AZ LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2005-06 Highly Performing  
2004-05 Excelling  
2003-04 Not Evaluated

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2005-06 Not Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status <sup>(b)</sup>

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### School Overview

Principal/Administrator : Mr. Dan Coombs  
Schedule : 07:00 AM to 04:00 PM  
Grades : 9-12  
Web Address : [www.gilbert.k12.az.us/info/schools/drhs.html](http://www.gilbert.k12.az.us/info/schools/drhs.html)  
Phone Number : (480) 984-8947  
Fax Number : (480) 354-5090  
E-mail : [dan\\_coombs@gilbert.k12.az.us](mailto:dan_coombs@gilbert.k12.az.us)

### Mission

The mission of Desert Ridge High School is to foster personal responsibility and growth by emphasizing academic excellence, integrity and respect in a safe environment inclusive of all students.

### School / Academic Goals

- ü Students will be able to write and read effectively across disciplines and using both state standards and current technology.
- ü Students will be able to read content specific materials and demonstrate the ability to communicate using technical and scientific vocabularies.
- ü Students will be able to apply computation and algebraic mathematics in various cross-curricular settings.
- ü Students will exhibit behaviours and attitudes which demonstrate a respect for self, for others and for the physical environment.

### Enrollment

October 1, 2005 School Year Student Enrollment : 2023  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 203

## Instructional Programs

- ü Industrial Technology Program
- ü Agricultural Sciences Facility
- ü Full Production Fine Arts Labs
- ü Full Performing Arts Facilities
- ü Project Lead the Way pre-engineering sci
- ü USAF JROTC

## Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 32 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

Desert Ridge HS is committed to high standards in academics and extracurriculars. DRHS is committed to a safe and purposeful learning environment. We are committed to providing a rigorous academic platform whose main purpose is college preparation. We are also committed to providing any information and direction a student needs to fulfill their life's goals. We are also committed to a comprehensive and competitive athletic and performing arts program.

### Parents

DRHS parents are responsible for supporting the philosophy and policies of the school. Parents are responsible for the regular and timely attendance of their children. They are responsible for monitoring the academics and behaviour of their children. Parents are responsible for maintaining a proactive and positive line of communication with their child's teachers. Parents are also responsible for demonstrating support through committee and booster club involvement wherever possible.

## Transportation Policy

Desert Ridge HS uses district-provided school buses for transportation. These buses include a special needs bus and transportation for all students who live within the school attendance area to and from school each day on preassigned routes within the area. Transportation is not provided for open enrolled or boundary exception students.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Science Department acquires 'Project Lead the Way'	2004
ü Individual State Champion in girls track & field	2005
ü State nominees to Prudential 'Spirit of Community'	2005
ü 'La Cordillera' receives top yearbook award in division	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	507	2732	71130	93	93	95	725	727	701	7	6	23	8	7	13	58	59	51	27	28	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	266	1418	35465	95	95	96	725	728	702	6	5	21	8	6	13	61	61	53	26	28	13
Male	241	1314	35648	92	90	94	725	727	701	8	6	24	9	7	12	55	58	50	28	29	14
African American	49	137	3868	91	93	95	700	701	686	22	16	33	14	20	17	47	53	45	16	12	6
Hispanic	87	363	25103	94	88	95	711	708	685	11	11	34	13	13	16	61	61	45	15	15	5
Asian/Pacific Islander	17	112	1805	100	96	98	737	741	731	6	4	9	6	4	7	35	48	50	53	45	34
American Indian/Alaskan Native	NC	21	4241	NC	78	90	NC	722	679	NC	10	39	NC	10	19	NC	48	39	NC	33	3
White	352	2099	36075	93	93	95	731	732	715	4	4	12	6	5	9	61	60	58	29	31	21
Students with Disabilities	15	88	5862	30	32	71	689	689	658	33	33	63	27	19	15	20	34	20	20	14	2
Students without Disabilities	492	2644	65268	100	99	98	726	728	705	6	5	19	8	6	12	59	60	54	27	29	15
Limited English Proficient Students	NC	29	4859	NC	94	93	NC	688	662	NC	38	64	NC	10	15	NC	41	20	NC	10	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	108	349	22957	94	87	93	713	712	685	11	10	34	9	13	17	64	62	44	16	15	5
Non-Economically Disadvantaged	399	2383	48173	93	93	96	728	730	709	6	5	17	8	6	11	57	59	55	30	30	18

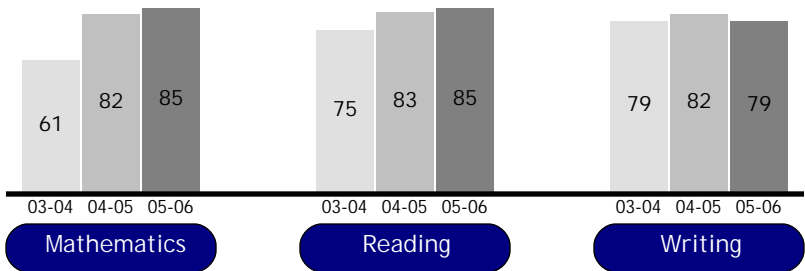
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	544	2921	73018	99	99	97	717	722	703	2	2	6	13	11	23	73	75	64	12	12	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	284	1482	36181	99	99	97	719	726	708	1	1	4	11	10	21	75	75	65	12	14	9
Male	260	1439	36816	99	99	96	715	717	699	3	3	7	14	12	24	71	76	62	12	9	7
African American	54	148	3976	100	98	96	691	698	689	9	4	8	24	25	29	63	66	59	4	5	3
Hispanic	93	405	25801	98	98	96	701	702	683	5	5	10	22	21	34	66	68	53	8	6	3
Asian/Pacific Islander	18	116	1812	100	100	98	721	726	722	NA	1	3	17	12	15	72	72	66	11	15	16
American Indian/Alaskan Native	NC	27	4389	NC	93	93	NC	697	675	NC	7	9	NC	26	42	NC	59	47	NC	7	1
White	378	2225	37024	99	99	97	725	727	721	1	1	2	8	8	12	77	78	73	14	13	13
Students with Disabilities	49	261	7170	96	96	85	668	669	654	16	13	23	41	44	47	43	43	29	NA	1	1
Students without Disabilities	495	2660	65848	99	99	98	722	727	708	1	1	4	10	8	20	76	79	67	13	13	9
Limited English Proficient Students	NC	30	5099	NC	97	95	NC	656	641	NC	20	29	NC	47	59	NC	33	12	NC	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	114	393	23912	98	98	94	706	704	681	4	4	10	14	17	36	78	74	52	4	6	2
Non-Economically Disadvantaged	430	2528	49106	99	99	98	720	725	714	2	2	4	12	10	16	72	76	69	14	13	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	551	2931	72810	100	99	96	696	701	685	3	2	6	18	16	30	74	74	58	5	8	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	286	1488	36111	100	99	97	702	711	695	2	1	4	12	9	23	81	79	65	5	10	8
Male	265	1443	36678	100	99	95	690	692	674	3	3	9	25	23	36	66	69	52	6	5	3
African American	54	150	3962	100	99	96	686	684	675	2	4	8	33	27	33	63	68	55	2	1	3
Hispanic	95	409	25735	100	99	96	684	690	669	6	3	10	22	24	41	69	69	48	2	4	2
Asian/Pacific Islander	18	117	1809	100	100	97	705	707	704	NA	NA	4	17	17	19	72	74	65	11	9	13
American Indian/Alaskan Native	NC	28	4370	NC	97	92	NC	684	670	NC	18	9	NC	11	39	NC	64	50	NC	7	2
White	382	2227	36915	100	99	97	700	705	697	2	2	3	15	13	21	76	76	67	6	9	8
Students with Disabilities	50	259	7071	98	95	84	647	649	634	18	17	24	48	48	53	34	33	21	NA	1	1
Students without Disabilities	501	2672	65739	100	100	98	701	706	689	1	1	4	15	13	27	78	78	62	6	8	6
Limited English Proficient Students	NC	30	5046	NC	97	94	NC	655	621	NC	3	31	NC	70	56	NC	27	12	NC	NA	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	115	394	23814	99	98	94	689	688	667	4	5	10	23	23	41	66	67	47	6	5	2
Non-Economically Disadvantaged	436	2537	48996	100	100	97	698	704	693	2	2	4	17	15	24	76	76	64	5	8	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	92	47	NA	42	99	59	61	51	98	63	67	52
	Language	91	50	52	42	99	56	59	50	98	59	65	50
	Mathematics	91	70	75	63	99	60	62	50	98	61	67	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

## School Site Council

## Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 8 Parent(s)
- 0 Community Member(s)
- 2 Student(s)

## Council Duties

- ü Curricular Issues
- ü Parent & School Relations
- ü Extracurricular Activities
- ü Community Involvement
- ü School Improvement Process
- ü School Safety Oversight

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	119.00
Other Professional Staff	9.00	Teacher Aide	13.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	41	7	0	0
4 to 6 years	17	7	0	0
7 to 9 years	9	12	0	1
10 or more years	9	15	1	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	405
Teachers with Emergency Certification.	23
Percent of teachers in the school with Emergency/Provisional Certification	19%
Percent of core classes not taught by Highly Qualified Teachers	1%

## Resources Available at School Site

## Special Facilities

- ü Multiple Class Computer Lab
- ü Industrial Technology Lab
- ü Agricultural Science Lab and Land Lab
- ü Broadcasting and VideoProduction Center

## Extracurricular Activities

- ü Student Government
- ü Full Performing Arts and Facilities
- ü Clubs including Hockey and Anytown
- ü Athletics including Spirit Squads
- ü Project Lead the Way pre-engineering
- ü Special Ed 'Best Buddies'
- ü NHS Chapter and NjHS club
- ü FFA Chapter

## Social Services

- ü Health Services
- ü Day Care/Toybox
- ü Career Center
- ü Guidance/Counseling Services
- ü On site School Psychologist
- ü On site school resource Police Officer
- ü Peer Mediation

## Indicators of Success Based on Historical Data from 2005-06

## School Achievements/Accomplishments 2005-06

- ü Desert Ridge wins 4A regional honors in track and cross country. First ever individual State champion in girls' track. Wrestling qualified for the state tournament. DRHS moves up to 5A athletic and interscholastic competition for 2005.
- ü Band, Orchestra and Chorus all received excellent and superior in state competitions. All three groups earn excellent or above ratings in the California 'Heritage Festivals'. Chorus invited to be opening performer for visiting college choirs.
- ü Special Education department 'Best Buddies' chapter receives recognition as Outstanding Chapter in 2005. This student award, which teams students from regular and special education places the group within the top 10 Best Buddies in the country.
- ü Gilbert Public Schools and Desert Ridge High School expands grant from Intel Corp to carry the national pre-engineering program, 'Project Lead the Way'. Desert Ridge is the first Arizona high school to carry this prestigious program.

## Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Promotion Rate <sup>5</sup>	81	89	88	73
Graduation Rate <sup>6</sup>	97	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).



## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Desert Ridge is a closed campus. We have an on-site Mesa Police officer and a fully trained security staff. We follow zero tolerance policies for drugs, fighting, weapons and harrassment. All such incidents are automatically refered to the police. Safety procedures are practiced regularly including lock-downs. Our campus has security cameras, motion alarms and one-way exterior gates.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

76

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Daniel R. Coombs	(480) 984-8947
Transportation Policy	Jay Morris	(480) 497-3300
Community Resources	Kim Schilens	(480) 984-8947
School Nutrition Programs	Debbie McCarron	(480) 497-3300
Parent Organization	Kim Schilens	(480) 984-8947
Student Health/Nurse	Clarin Havig	(480) 984-8947

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 12 Pages X .0243 Per page X 0 Copies = \$0.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.